

C
4/14J
#12,

Vol. VIII. No. 12

December, 1914.

Phillips University Bulletin

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

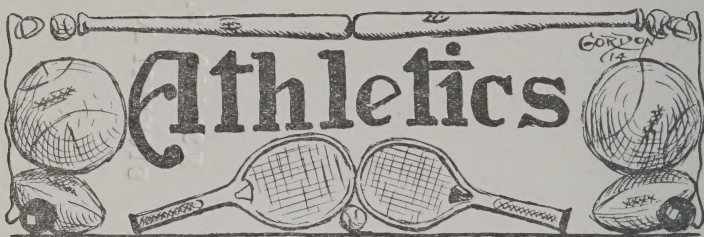
Athletic Number



PRESIDENT'S OFFICE

East End, Oklahoma

Published Monthly by Phillips University
Entered as Second Class Mail Matter at East End Postoffice



An important phase in college life and work is embraced in that which is known as athletics. The proper care and development of the physique is an essential requisite to an education. Of little value is a trained and skilled mind without a strong body to support it.

The general spirit and enthusiasm arising out of athletic features have a distinct place in college life. Clean, manly sports awaken enthusiasm in student, faculty and friends of the institution.

Recognizing both the pleasures and the benefits to be derived from gymnasium and field work, Phillips University has made ample provision to encourage and promote athletics. During the past year she has erected a gymnasium that is seldom surpassed. The building is a brick structure provided with offices for Director and Coach, dressing rooms and shower baths for both ladies and gentlemen. The main room is 60 by 84 feet. It contains a running track which can be used as a gallery for spectators at basket ball games or any public performances. The building is well equipped with complete apparatus.

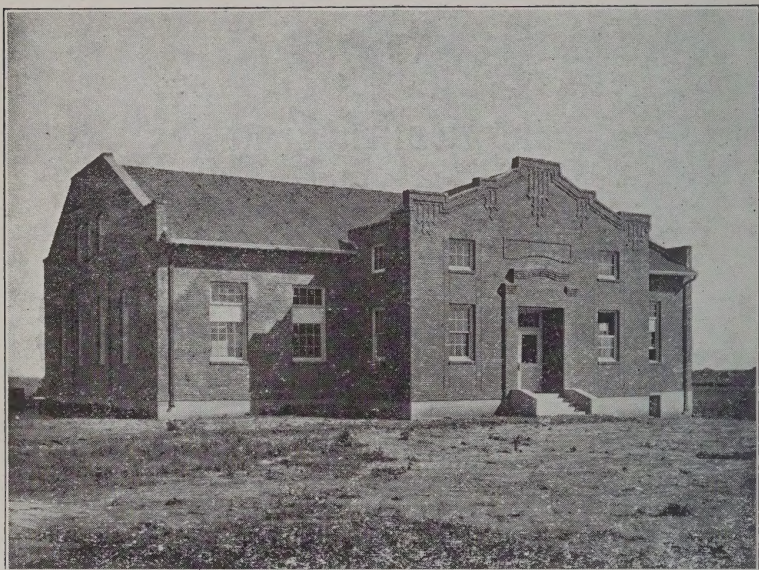
The campus contains tennis courts, track, foot ball and base ball fields and all necessary provisions for out-door sports.

The Tournament



Not the least of the events of the year will be the First Annual Basketball Tournament. Your attention is respectfully called to the importance of this series of annual tournaments as an influence for the betterment of high school athletics. The experience of other colleges and universities is that such tournaments are a great influence in systematizing inter-high school athletics, and fostering a keen sportsmanlike rivalry between schools. Honors are won in neutral territory under the supervision of officials who cannot be accused of bias. Championships are settled without room for question, and the winning team carries home a tangible evidence of its victory. The games are played under the best possible circumstances. The new Phillips gymnasium with its ample basketball court and liberal accommodations for spectators, is unrivaled in the state for staging such athletic events.

The visiting basketball teams will be entertained as guests of the Institution, and be initiated into as much of college life as is possible in the time allowed. Thus an opportunity is given the visiting athletes to learn something at first hand of college work and life.



The Gymnasium



Foot Ball Squad, 1914



Basket Ball Squad—Interior of Gymnasium



Girl's Gymnasium Class

FIRST ANNUAL BASKET BALL TOURNAMENT

PHILLIPS UNIVERSITY GYMNASIUM, ENID, OKLA.

To begin at 7:30 o'clock on the evening of Feb. 11, 1915, and continuing over Feb. 12.

Believing, as we do that Basket Ball is one of the great school sports we will hold a Basket Ball Tournament for the high schools of the State to decide the State Championship.

All entries must be in the hands of T. A. Copas, Athletic Director, ten days before the Tournament that we may send you the names of the men that are entered. In case of a question of eligibility of a player, his team will be notified before coming to Enid. With the entries, state the time you expect to arrive in Enid, that the management may meet you at the train.

The management will present to the team that wins the championship a beautiful Loving Cup. The rules governing the game will be the A. T. U. or commonly known as the High School rules.

We, of Phillips University, wish to become acquainted with you, who are the future college students. We believe that you will derive inspiration from an acquaintance with our institution. We also believe you will be benefitted from contact with other teams which will be present. We are therefore at home to your team and your rooters on the eleventh and twelfth of February, nineteen hundred and fifteen.

On arriving in Enid, call at the office of the Chancellor, where you will be assigned and directed to your place of entertainment while in Enid. Meals will be provided at Athenian Hall.

Fill out the Official entra blank and mail it to T. A. Copas, Athletic Director, East Enid, Oklahoma not later than six o'clock, Feb. 1st, 1915.

School Represented _____

[illegible]

Principal

(If your High School will enter the Tournament, fill out the above blank, detach the same and send it to T. A. Copas, Physical Director, Phillips University, E. Enid, Oklahoma.)



UNIVERSITY PRESS

C
541nJ
#11

PRESIDENT'S OFFICE
UNIVERSITY OF ILLINOIS

Vol. VIII. No. 11

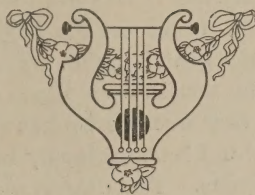
November, 1914.

Phillips University Bulletin

THE LIBRARY
OF THE

UNIVERSITY OF ILLINOIS

East End, Oklahoma



Organ Number

UNIVERSITY OF ILLINOIS
SEP 2 1915

PRESIDENT'S OFFICE

Published Monthly by Phillips University
Entered as Second Class Mail Matter at East End Postoffice

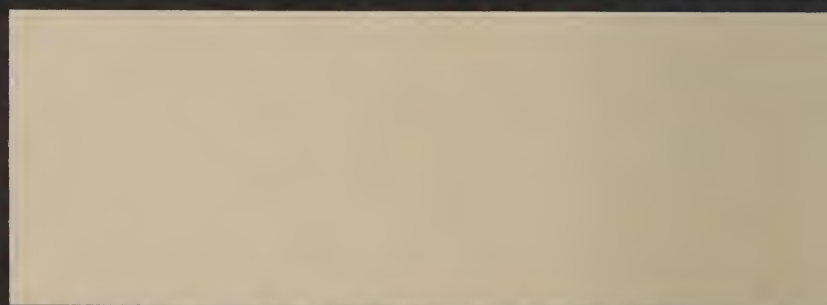
The Orga

THE School of Fine Arts of Phillips University has added to its equipment and increased its capacity for the development of its students, by placing an Organ in the auditorium. The Organ just completed, is a product of the Moller Organ Company of Hagerstown, Maryland. This firm is installing many of the large organs now being placed in the Churches, Colleges and Concert Halls in the United States.

The Organ is placed at the left of the stage, the show case comprising thirty-eight gilt pipes supported by a casing of oak and forming an attractive feature in the auditorium. Seventeen of these pipes are speaking pipes and the remainder are ornamental. The organ contains one thousand two hundred and forty-eight pipes. The Console is extended from the Organ and is placed directly in front of the platform, which is an advantage for ensemble organizations.

The action is tubular pneumatic throughout, including couplers and stop action. Despite the mass of mechanism concealed within, the touch at the keyboard is as light and responsive as that of a grand piano. The voicing represents the work of one of the best known organ factories in the country and the result is that every stop has distinctive tone color and value and all blend harmoniously into a full organ effect of grandeur and richness. The diapasons of this organ, comprising the foundation tone of every like instrument, are notable for sonority and roundness, and the flutes, strings and reed stops are of a beautiful and individual character. The more modern stop-keys are used in place of the draw-knobs. The organ being designed for teaching and concert purposes, has mechanical means which enable the player to obtain effects which are otherwise only possible on three and four manual organs. Through the use of the adjustable combinations which affect the Great Swell and Pedal Organs, including all Couplers and the Crescendo Pedal which brings on or off, all or any part of the stops in the order of their power, slowly and gradually, or with great rapidity, the whole Organ is under easy control of the player.

ERRATUM:—In "The Organ" occasioned by breaking type in press, discovered too late for correction.



The Organ is called the "King of Instruments." It places within the power of one person musical effects that are otherwise unattainable, without the combined efforts of many performers on various instruments. While orchestral effects are possible, the highest purpose of the organ is not to imitate the orchestra. Many of the greatest master-pieces of musical literature were produced for the organ and as the instrument has developed, many composers of the Modern School have devoted their attention entirely to composition for this instrument. The fascination of the study of the organ cannot be realized until experienced. The possibilities of color effect through the combining of the stops are unlimited and the art of registration remains a life study of constantly increasing interest. The need of trained organists for the churches is a well recognized fact. The greatest Universities in the country, realizing the importance and influence of organ music, have installed organs and use them for the development of the highest and best musical interests.

SPECIFICATION

Manuals: Compass CC to C, 61 Notes
 Pedals: CCC to C, 31 Notes
 Action: Moller's Patent Tubular Pneumatic

GREAT ORGAN

1	8 foot	Open Diapason	metal 73 pipes
2	8 "	Dulciana	" 73 "
3	8 "	Gamba	" 73 "
4	8 "	Doppel Floete	wood 73 "
5	4 "	Flute D'Amour	wood and metal 73 "
6	4 "	Principal	metal 73 "

SWELL ORGAN

7	16 foot	Bourdon	wood 73 pipes
8	8 "	Open Diapason	metal 73 "
9	8 "	Stopped Diapason	wood 73 "
10	8 "	Saicional	metal 73 "
11	8 "	Vox Celeste	" 61 "
12	8 "	Aeoline	" 73 "
13	4 "	Flute Harmonique	" 73 "
14	8 "	Oboe and Bassoon	reeds 73 "

PEDAL ORGAN

15	16 foot	Bourdon.....	wood 43 pipes
16	16 "	Lieblich Gedeckt.....	" 31 notes
17	8 "	Flute.....	" 31 "
18	8 "	Octave.....	metal 31 pipes

COUPLERS

- 19 Great to Pedal
- 20 Swell to Pedal
- 21 Swell to Great
- 22 Swell to Great 16 ft.
- 23 Swell to Great 4 ft.
- 24 Swell to Swell 4 ft.
- 25 Swell to Swell 16 ft.
- 26 Great to Great 4 ft.
- 27 Great to Great 16 ft.

MECHANICALS

- 28 Tremulant
- Wind Indicator
- Crescendo Indica or

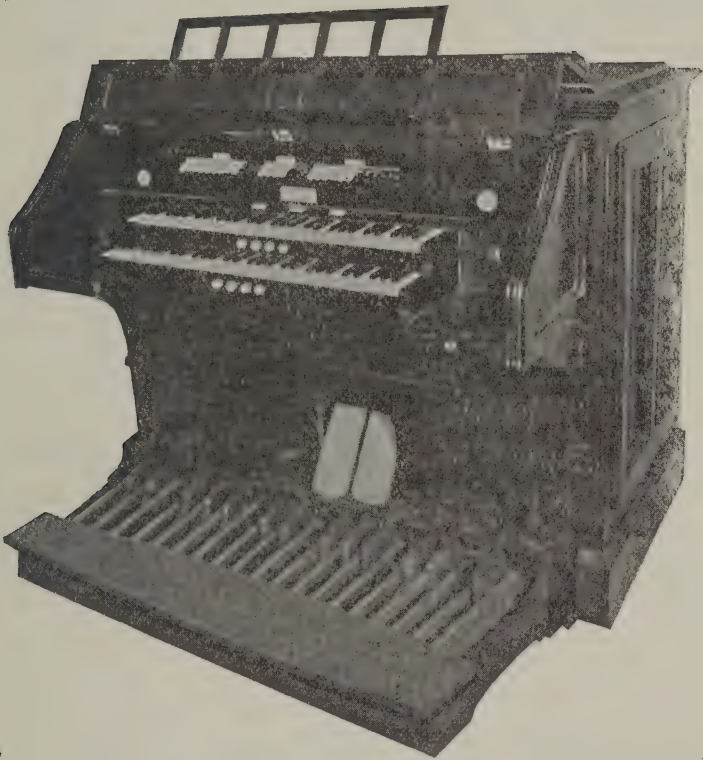
ADJUSTABLE COMBINATIONS

Operated by pistons placed under respective manuals.

Piston No. 1	}	Affecting Great and Pedal Stops and Couplers.
Piston No. 2		
Piston No. 3		
Piston No. 4		

Piston No. 1	}	Affecting Swell and Pedal Stops and Couplers.
Piston No. 2		
Piston No. 3		
Piston No. 4		

- 1 Great to Pedal Reversible
- 2 Balanced Swell Pedal
- 3 Grand Crescendo Pedal
- 4 Concave-radiating Pedal-board
- Electric Blower



CONSOLE OF THE ORGAN

The Organist

LILLIAN J. FLEMING, Head of the Organ Department, is a pupil of Lewis Corning Atwater, Washington, D. C., of Curtis Barry, Chicago and a graduate of the Northwestern School of Music under the personal instruction of Dean Peter C. Lutkin, one of the foremost organists and composers of the country. Miss Fleming was one of a very limited number of pupils selected by Dean Lutkin from a large list of applicants, as worthy of his training. Possessing love and judi-



MISS FLEMING

cious appreciation of the best in organ music and having exceptionally good taste in the artistic combination of stops, she acquired an enviable reputation, showing unusual ability in the art of registration and pedal technique. In recitals, as accompaniste for choral programmes, as a church organist, and as a teacher Miss Fleming has achieved splendid success. Miss Fleming is a colleague of the American Guild of Organists, a national organization holding the highest standards of efficiency in organ playing.

Dedicatory Recital

Monday evening, December fourteenth, Nineteen
hundred and fourteen, at eight thirty o'clock.

Phillips University Auditorium

Lillian J. Fleming.....Organist

Justin L. Harris.....Baritone

Patti Adams-Schreiner.....Accompanist

Toccata and Fugue in D Minor.....Bach

First Organ Sonata.....Guilmant

Largo e maestoso

Allegro

Pastorale

Finale

Honor and Arms, from "Sampson".....Handel

Idyll.....Ralph Kinder

Clair de Lune.....Karg-Elert

Lied des Chrysanshemes.....Bonnet

An Autumn Sketch.....John Hyatt Brewer

Oriental Sketch, No. 1.....Arthur Bird

Myself when Young, from "A Persian Garden"

Liza Lehmann

Edward, from "Percy Reliques".....Carl Loewe

Largo, from "The New World Symphony".....Dvorak

The Pauper's Shrine.....Sidney Homer

A Mother's Song.....Justin L. Harris

An African Love Song.....Justin L. Harris

Finlandia.....Sibelius

ADMISSION 50c. Tickets on sale at the Office of the Secretary of the
University Phone 760-J, or Corey's Pharmacy.

Course of Study Offered

CERTIFICATE

FIRST YEAR

Manual and Pedal Technique, Art of Registration, Mechanism and Structure of the Organ, Ear Training, Harmony, History of Music, Acoustics.

SECOND YEAR

Ear Training, Harmony, Modulation, Counterpoint and Composition, Musical Form and Analysis, History of Music, Accompaniments, Choral Study, Public Playing.

DIPLOMA

Canon and Fugue, Composition, Instrumentation, Interpretation, Accompaniments, Concert Repertoire.

TUITION

Term of 9 weeks

2 - 30 minute lessons per week	\$27.00
1 - 30 minute lesson per week	13.50

THEORETICAL CLASSES

(First year) Certificate, per quarter	\$20.00
(Second year) Certificate, per quarter	22.50
Diploma	25.00

Professional or Special Courses may be pursued; the latter does not require carrying theoretical studies.



C
R541nJ
V8 #10

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

Phillips University Bulletin

Published Monthly by Phillips University, East Enid, Oklahoma.
Entered as Second Class Mail Matter at East Enid Postoffice

VOL. VIII.

OCTOBER, 1914

No. 10.

Phillips University

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

The plant of Phillips University consists of five buildings completely furnished and equipped. The initial cost of buildings and equipment is \$140000.00. It has a campus of twenty acres and adjoining land amounting to approximately ten acres.

The institution is maintaining a College of Liberal Arts, a College of the Bible, a School of Education, a School of Fine Arts and a High School. The credits are accepted by the State Board of Education of Oklahoma and the State Board of Education of Kansas. Students from Phillips University are being received for advanced standing and for graduate work in Kansas University, Chicago University, the University of Missouri, University of Wisconsin, University of Nevada and Harvard University.

The Bible College has from seventy-five to ninety-five ministerial students. It has a volunteer band of eighteen.

The department of the High School is one of the twenty-three in Oklahoma recognized by the North Central Association of Secondary Schools.

The courses offered by the School of Fine Arts are up to the standards offered by recognized conservatories.

The College has a faculty of twenty-five members. Its enrollment November 1, 1914 is 318.

FINANCIAL STATEMENT

November 1, 1914

LIABILITIES.

Bills Payable	\$ 1,791.00
Bonds	30,000.00
Bills Payable, Industrial Department	1,190.00
Bills Payable, Deeming Investment Company	10,000.00
Bills and Accounts due by Nov. 15, 1914	3,000.00
To Balance Resources	260,374.87
	\$306,355.87

RESOURCES.

Bills Receivable	\$ 1,393.52
Individual Account	1,711.33
	\$ 3,104.85

Equipment.

Buildings and grounds	\$140,000.00
Library	5,000.00
Laboratory apparatus	5,000.00
Fixtures	10,000.00
	160,000.00

Permanent Endowment.

Note-Phillips Family	\$50,000.00
Note-R. A. Long	25,000.00
Note-Central Christian Church, Wichita, Kans.	3,000.00
Note-Young Brothers	2,000.00
Note-Beacon Publishing Company	5,000.00
Bonds, Arkansas Valley Interurban	16,000.00
Notes	20,000.00
Term Certificates, First National Bank, Enid	257.86
	121,257.86

Note-C. M. Jackman and L. S.

Naftzger to provide for Deeming Investment Co., bills payable 10,000.00

Notes-Enid University Investment and Development Co., endorsed by 24 business men of Enid	6,000.00
	16,000.00

Ministerial Loan Bills Receivable,

Central Christian Church, Wichita, Kansas	2,500.00
Cash	313.81
Notes	3,179.35
	5,993.16

\$306,355.87 \$306,355.87

RECEIPTS AND EXPENDITURES

June 1, 1914 to November 1, 1914

RECEIPTS.

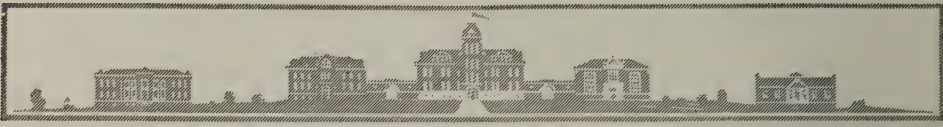
Cash on hand, June 1st, 1914	\$ 462.31
Bank (overdraft) Nov. 1st, 1914	218.27
Bills Payable	1,400.00
Permanent Endowment Principal	25.00
Temporary Endowment Interest	580.75
Permanent Endowment Interest	1,745.30
School of Fine Arts	1,005.99
Laboratory	71.03
Donation, Field Secretary	1,500.00
Donations	1,491.87
Transcript Grades	2.00
Timothy Club	9.73
Tuition General	3,638.54
Gymnasium Fees	165.75
Room Rent	505.50
Ministerial Loan	400.00

Total \$13,222.04

EXPENDITURES.

Cash on hand, Nov. 1st, 1914	\$ 166.74
Bank (overdraft) June 1st, 1914	930.66
Bills Receivable	74.41
Individual Account	1,056.78
Bills Payable, Deming Investment Company	1,000.00
Industrial Farm	140.17
Time Certificates	25.00
Interest	1,080.32
Building and Grounds	1,294.69
Commencement	85.11
University Realty Company	17.20
Telephone and Telegraph	71.75
Dining Hall	145.33
Travelling Expense	349.29
Advertising	292.05
Light	86.15
Printing and Stationery	414.05
Salary	3,544.96
Postage	47.23
Janitor	153.25
Insurance	994.00
Gymnasium	60.00
Library	33.57
Tax	73.38
Scholarships	290.00
Joint Missionary Apportionment	41.25
Fuel	746.40
Domestic Science	8.25

Total \$13,222.04



C
B541nJ
V8#8

UNIVERSITY OF ILLINOIS

SEP 2 1915
Phillips University Bulletin

PRESIDENT'S OFFICE

Published Monthly by Phillips University, East Enid, Oklahoma
Entered as Second Class Mail Matter at East Enid Postoffice

VOL. VIII.

AUGUST, 1914.

No. 8.

"DOES IT PAY?"

"Does it Pay", is a question that is put squarely to every enterprise. The answer is given in terms of the success or failure of the project. If the project shows a cash balance on the credit side it is said to pay but if its balance is on the debit side the question is answered in the negative. This question is not only put to every enterprise but it is asked of every individual. It is not answered in terms of poetry or sentiment or friendship or standing of parents, but every person is called upon to answer the question on his own merits. If an individual is given a position and it is found that he does not bring in larger returns to the firm than his salary, expenses, etc., the question is answered in the negative, he is counted a failure, and is asked to vacate his position. If, on the other hand, his work brings in larger returns than his expenses, the question is answered in the affirmative, he is counted a success, and will probably be awarded a promotion.

This question, "Will it Pay", is being asked in the field of Education. It is generally admitted that it does pay to take at least a common school education. There is laid at the door of every American boy and girl the advantages of the Public School. Public sentiment has come to the place where we count it a disgrace for a normal American youth to come to his majority without having availed himself of the opportunities offered by our Public School System. While the question is almost if not universally answered in the affirmative, this far, there are not a few who graevly doubt if the question can be answered in the affirmative when asked of

secondary and higher education. In this commercial age the question is seriously considered by the average youth from an economic standpoint. "Will it Pay" to take a High School education from the standpoint of dollars and cents? Will the returns in dollars and cents justify the outlay in money and time required to take a College or University course?

Statistics show that the ordinary unskilled laborer increases his weekly wage about twenty cents in ten years. Thus a young man twenty-one years old, following unskilled labor, may hope to increase his earning capacity twenty cents a week by the time he is thirty-one years old. Statistics show, that shop trained labor that has not served an apprenticeship, increases the earning capacity \$1.50 per Week in ten years. Graduates of vocational or trade schools increase their earning capacity eight dollars per week in ten years. Those who have studied industrial branches beyond the trade school, taking courses such as are given in Colleges or Universities, show an increase of \$30.00 per week in ten years. From these general statistics it would seem that the financial returns are abundant and ample.

The Yale class of 1906 has left some interesting data on this point. The figures here recorded were compiled by the Secretary of the class, and represent the actual earnings, as the members of the class were asked to exclude from their reports any money received by family allowance or through inherited wealth. Two-thirds of the membership responded to the request of the Secretary. Their report showed that during the first year after graduation they earned an average of \$740.00, during the second year they earned \$968.00, during the third year \$1,286.00, during the fourth year \$1,522.00 and during the fifth year \$1,885.00. The members of this class seem to have increased their earning capacity \$22.00 per week during the first five years they were out of College.

The Harvard Law Class of 1905 compiled statistics showing that in 1907, two years after graduation, their average earnings were \$1188.00 per year. In 1910, five years after

graduation, their report showed that the average earnings were \$2616 per year. The Dartmouth Class of 1899 showed an average earning capacity ten years after graduation (sixty-seven out of one hundred living members reporting) of \$2097.00.

Four-fifths of the people in the United States, producing their own income independent of fortunes, make less than \$15.00 per week. From the cases cited above it would seem that College graduates during the first year they are out of College step into the one-fifth class whose earning capacity is above \$15.00 per week, and then increase their income from \$20.00 to \$30.00 per week during the next five or ten years.

From these figures, it would seem that College Education pays the individual well from the standpoint of a financial investment.

In answer to the question, "Does an Education Pay" from the standpoint of a chance to obtain some recognition, the following facts are interesting: "Appleton's Encyclopedia of American Biographers", names one out of every forty College graduates in America. Of the rest of the population of the country it names but one out of every 10,000.

Of the persons named in the 1903 edition of "Who's Who in America", thirty-nine per cent are College graduates. Of the 15,518 persons who are recognized by the 1913 edition of "Who's Who in America" 11034 or seventy-one per cent are College men. Sixty per cent are College graduates. Fifty-five per cent of the Speakers of the House of Representatives have been College men, fifty-five per cent of the Presidents of the United States have been College men, thirty-six per cent of the members of the House of Representatives and thirty-six per cent of the members of the Senate are College men.

Barely three per cent of the male population of the United States have taken advantage of College work. These three per cent seem to be furnishing more than one-third of our Congressmen and Senators, more than one-half of our Presidents, more than two-thirds of the people who have accomplished things worthy to obtain recognition by our biographers.

From the standpoint of culture, probably no one would attempt to answer the question, "Does it Pay" in the negative. The young man or young woman who has availed himself of a High School Education is at once recognized by marks of culture. They who have gone into College courses have acquired an understanding of Literature, History, Science and Art, that must enrich every experience of life. The advantages of secondary and higher Education lie within the grasp of every determined young man and woman.

If you would increase your earning capacity, if you would extend your social influence, if you would broaden your own experience, do not hesitate to make the effort. Even though some self-denial and sacrifice may be incurred for the time being, time will ultimately bring ample reward.

If you are interested in enlarging and enriching the possibilities of your life, address the Chancellor, Phillips University, Enid, Oklahoma.

Your inquiries will be given our most careful and cheerful attention.



C
341nJ
V8 #6

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

Extra Edition

Phillips University Bulletin

Published Monthly by Phillips University, East Enid, Oklahoma
Entered as Second Class Mail Matter at East Enid Postoffice

VOL. VIII.

JUNE, 1914.

No. 6.

Take Notice

The catalogue number of the Bulletin and the special music catalogue are now ready for distribution. Anybody desiring either of these will please write to the Registrar of Phillips University.

UNIVERSITY OF ILLINOIS
SEP 2 1915

PRESIDENT'S OFFICE

IMPORTANT

While Phillips University is in the city of Enid, our postoffice address is East Enid. East Enid is a regular fourth class postoffice doing all regular postal business, and it is very important that all mail for the University and University Place residents and students be addressed to and all money orders drawn on East Enid, Okla. University Station has been discontinued. A careful observance of this request will greatly facilitate handling our mails and secure its proper delivery.

Commencement Week

BACCALAUREATE SUNDAY.

The Baccalaureate exercises were held at the Baptist church on Sunday night, May 24th, and Rev. E. L. Watson delivered a very appropriate and eloquent sermon. It was characterized by good thought beautifully expressed. The capacity of the church was taxed to its utmost and many were unable to gain admittance. The music in charge of Miss Jones was an important feature of the exercises.

SENIOR PROMENADE.

The Senior class was honored by a special social event. The College campus was beautifully lighted with electric lights and the students arranged themselves by classes in front of Athenian Hall and after each class had given its own yell the entire body marched around the campus and back to the steps of the Athenian Hall where addresses were made by President Zollars, Chancellor Roth and Arthur J. Aikens, a representative of the Senior class. The College band in the meantime gave much excellent music that was greatly enjoyed by all. Many people from the city participated in the exercises and all seemed to enjoy themselves. It was pronounced a very successful occasion and did much to kindle the enthusiasm of the students and friends of the University.

ART RECEPTION.

Phillips University maintains a very excellent department of Fine Art, in which is taught drawing, painting in oil and water colors, china decorated, etc. We have two studios; one in the Art building at the College and one down in town. A display was made on Tuesday afternoon of work done by students and the exhibit showed that the students had made much progress. Everybody was delighted with the exhibition at both places. Miss Maurine Frantz had charge of the studio at the College

and the exhibit did her much credit. Mrs. Johnson had charge of the studio down in town and the exhibit was also exceptionally good.

GRADUATING EXERCISES OF THE UNIVERSITY HIGH SCHOOL.

The Senior Class of the University High School, on Tuesday night, May 26th, held their graduating exercises in the College auditorium. The graduating class numbered twenty-seven and they were really a fine lot of young people. They have completed the four years High School work and their diplomas admit them to the Freshman class of the College. Mr. Z. A. Harris of Blackwell delivered the class address. He spoke on the general theme of education and lay particular emphasis on Christian education. The address was well received and the exercises as a whole were exceedingly creditable.

THE LAST CHAPEL EXERCISES.

On Wednesday morning the students and faculty met in the University auditorium for the closing chapel service of the year. It is always an interesting occasion in which both joy and sorrow find place. To have come to the end of a successful year is a matter for congratulation, and for students and faculty to part with the consciousness that some will not return again always brings sad reflections. Appropriate speeches were made by several members of the faculty, after which three young men were formally ordained to the ministry by the request of the churches to which they belong. This was a very impressive service and seemed a fitting climax to the work of the year.

COMMENCEMENT OF THE COLLEGE OF FINE ARTS.

On Wednesday night in the College auditorium, the Commencement exercises of the College of Fine Arts were held. A very creditable program was rendered by different members of the graduating class and twenty-two persons received diplomas or certificates for work accomplished. The following is a list

of the diplomas, degrees and certificates granted:

PIANO.

ARTIST'S DIPLOMA: BACHELOR OF MUSIC.

Ina Logan. George Hooker.

ARTIST'S DIPLOMA: GRADUATE OF MUSIC.

Irma McMillan.

TEACHER'S DIPLOMA OF MUSICAL PROFICIENCY.

Ermyl Howe, Myrtle Hall, Gertrude Curtis, Nell Reger.

TEACHER'S CERTIFICATE.

Blen Laux, Ruth Williams, Sadie Kester, Clio Vest,
Bertha McCafferty, Rachel Monnette.

VOICE.

TEACHER'S DIPLOMA.

Nema Botts.

TEACHER'S CERTIFICATE.

Wilda Albright, Peter Schmidt.

ORATORY.

ARTIST'S DIPLOMA: BACHELOR OF ORATORY.

Bertha McCafferty.

DIPLOMA OF PUBLIC SPEAKING.

Gladys Lumpkin.

ART.

ARTIST'S DIPLOMA: GRADUATE OF ART.

George Milton Hesser.

DIPLOMA OF WATER COLORS.

Blanche Wright.

DIPLOMA OF CERAMICS.

Lillie Josephine Sherman, Mildred R. Bundy.

UNIVERSITY HOSPITAL.

DEPARTMENT OF TRAINED NURSES.

Ruth Evelyn Baxter.

SENIOR CLASS EXERCISES.

On Thursday morning at 10 o'clock a unique meeting was held in which the Seniors gave a volunteer program to such friends as chose to meet. It consisted of the Class History by Arthur J. Aikens, a reading by Mr. L. Roy Smith, Class Likes and Dislikes by Miss Agnes Henderson, Class Prophecy by D. D. Layton, Class Poem by Mr. Wm. L. Reece, The Class Will by Mr. F. V. Stipp. The productions were witty and entertaining and were much enjoyed by all present.

COMMENCEMENT OF THE COLLEGE OF LIBERAL ARTS AND THE COLLEGE OF THE BIBLE.

On Thursday night the Commencement of the College of Liberal Arts and the College of the Bible was held. Fourteen persons received the degree of A. B.; one the degree of B. Th. and two the degree of A. M. and there were two who received certificates for completion of the church worker's course. Mr. H. E. Van Horn, pastor of the First Christian Church of Oklahoma City, delivered the Commencement address. It was a masterly production and greatly enjoyed by all present. The exercises were held in the Baptist church and everybody voted that the exercises reached a very high standard, indeed. The exercises of the entire week were highly satisfactory and we feel that the 7th year of Phillips University closed in a very auspicious manner.

THE NEW GYMNASIUM.

The new gymnasium building is rapidly nearing completion. As previously announced, it will be perhaps the finest building of its kind in the State and most complete in all of its appointments. It will add much to the advantages of our institution for physical culture. It will be completed and all the apparatus installed before the opening of the fall term.

THE NEW LIBRARY BUILDING.

All who visit the University are much impressed with the

beauty and completeness of our Library building. It is really a work of art. It is, no doubt, the best library building in the state. Considerable additions have been made to our library during the past year and the students are finding much use for the library in connection with their class work.

A WORD TO YOUNG PEOPLE GOING AWAY TO SCHOOL.

Do not fail to take into consideration the advantages of such a school as Phillips University. The work is up to the standard of the best institutions of the country. The state authorities of both Oklahoma and Kansas have placed the school on the accredited list. Its diplomas carry with them state certificates, provided the required amount of Psychology and Pedagogy has been taken during the course. In short, the school has the same standing as the State Universities of Oklahoma and Kansas. The graduates of Phillips University are accepted for post graduate work in the Universities of Oklahoma, Kansas, Nebraska, Wisconsin, and Chicago University and anyone desiring to go to one of the great eastern schools will have no trouble in making satisfactory arrangements. The moral tone of the school is very excellent and the students live in an atmosphere very different from that of secular schools. The extravagant social demands that obtain in most State schools are not found in Phillips University, consequently expenses are much lower on that account. We extend a most cordial invitation to all young people and the students that have come to us in the past have not been disappointed, but have found all and more than they expected. You will not be disappointed if you come.

SCHOOLS AND COLLEGES OF THE UNIVERSITY.

The University High School offers four full years of work, covering English, modern languages, Latin, Mathematics, History and Science. The school belongs to the North Central Association of secondary schools and its diploma admits the student

to Freshman ranking of any college in the United States.

The College of Liberal Arts is made up of the following departments: English, Modern Languages, Ancient Languages, Mathematics, History, Biology, Chemistry and Geology, Economics. Philosophy and Education. Four strong years of work are offered and the student is allowed liberal electives. The student can elect his major work in any of the departments he may prefer. This work leads to the degree of A. B.

The College of the Bible has the following departments: Biblical Languages, Literature, History, Apologetics, Old and New Testament Theology, The Gospels, Acts and the Epistles. For this work the degree of Bachelor of Theology is offered. We also offer work for pastoral helpers.

The College of Fine Arts, consisting of College of Music, Piano, Voice and Violin, School of Oratory, School of Painting, Drawing, etc., is a very strong College, employing ten teachers and the enrollment last year reached 250.

School for Trained Nurses. In connection with the University Hospital a course for the training of nurses is offered.

The Business College has its rooms down in town. It offers very strong courses in Bookkeeping, Stenography, Typewriting, Business Practice, and Telegraphy.

A GOOD RECORD.

The total number of graduates from all departments was 68. This does not include the graduates from the Business College. In this College students work independently and receive their diplomas when the work is finished.

NEXT SESSION.

The next session will open September 15th, 1914. Make your plan to enter Phillips at that time if you are going away to school.

Send for a catalog or any desired information. Address The Chancellor, Phillips University, East Enid, Oklahoma.



P5414J
V8#2

UNIVERSITY OF ILLINOIS

SEP 2 1915

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

Phillips University Bulletin

Published Monthly by Phillips University, East Enid, Oklahoma

Entered as Second Class Mail Matter at East Enid Postoffice

VOL. VIII.

MARCH, 1914.

No. 2

DECIDE NOW.

If you have not yet decided to secure a college education you should do so at once. No young man or woman in this age should enter the race of life handicapped for lack of collegiate training. Why should you be put at a disadvantage in the race of life? Nothing pays so well as adequate preparation. Now is the time to make your choice of a school and in doing so do not fail to consider the claims of Phillips University. Every young person into whose hands this bulletin may come is urged to read the following letters to young men and young women.

A LETTER TO THE YOUNG MEN.

This is the time in the year that a great many young people decide the question as to where they will attend school and this is a matter of very great importance. It has much to do with the question of success or failure in life. Multitudes of young people graduate from our High Schools every spring who expect to continue their work for four more years in some college. You probably are one of these young men and if so you are to be congratulated for statistics show that a college graduate has forty chances for large success in life where one who is not a college graduate has one chance. Another fact should be borne in mind. A much larger percent of the graduates from the class of schools to which Phillips University belongs achieve success than from any other kind of school. In choosing your school we hope you will give the claims of Phillips University careful consideration. We have one of the best educational plants in the southwest. Our recitation rooms are well equipped; our laboratories are well supplied with modern up-to-date apparatus. We have a very strong corps of teachers who have specialized in their respective departments. Our work is recognized as fully up to the highest standards of the country. Our student body is unusually mature and the spirit of the school is all that could be desired. If you come to Phillips University you will find yourself in a very wholesome, helpful atmosphere, both morally and intellectually. The city of Enid is wide awake, pro-

gressive and a most desirable college town in every respect. The Literary Societies are provided with splendid halls, constituting very helpful adjuncts to the college work. Excellent facilities are provided for athletics. In short, Phillips University offers you all that can be desired in the way of opportunity for high grade college training. We extend to you a cordial invitation to become one of our students and we feel sure that if you come here, you will never have cause to regret it.

Yours respectfully,

E. V. Zollars,

President.

A LETTER TO YOUNG WOMEN.

This is preeminently the age of woman's opportunity. Never before in the history of the world has woman had such a splendid chance to render effective service to her day and generation. Nearly all the callings, both business and professional are open to her and cultured, educated home makers exert more influence than ever before. At last it is recognized that the higher education of woman is just as important, to say the least, as that of man. The doors of our colleges everywhere are now open to woman and she is invited to enter upon equal terms with men. We trust that you will see the advantage of continuing your preparation for life's work after the completion of your High School course and we wish to urge upon your attention the superior claims of Phillips University. It has a splendidly equipped ladies' hall, modern and up-to-date in all its appointments where young ladies can enjoy the refining influence of the best home life during their college course. The courses of instruction are numerous and thorough. The equipment of the school in all particulars is very complete. The location is healthful and beautiful; the corps of teachers large and efficient. In short if you select Phillips University as your school it will be a cause of growing satisfaction to you. Rest assured you will receive a cordial welcome and you will find yourself in the midst of earnest, helpful friends.

Very respectfully,

E. V. Zollars,

President.

WHAT WE HAVE TO OFFER YOU.

I. Literary Courses.

1. English. 2 Ancient Languages. 3 Modern Languages.
- 4 History. 5 Mathematics. 6 Physical Science. 7 Philosophy.
- 8 Biological Science.

II. Biblical Courses.

- 1 Biblical Languages. 2 Biblical History. 3 Biblical Literature.
- 4 Biblical Criticisms. 5 Apologetics. 6 The Gospels and Epistles. 7 Text and Canon.

III. Teachers Courses.

- 1 Short courses for the review of the common branches.
- 2 A two year's course based on a standard high school course.

IV. Fine Arts Courses Offered.

- 1 Music, Instrumental and vocal—short courses for certificate; longer courses for degree. 2 Oratory—a variety of courses suited in length to the needs and desires of the student.
- 3 Courses in Fine Art, painting, drawing, china decoration.
- 4 Courses in Domestic Science and Domestic Art, etc.

V. Business Courses.

- 1 Bookkeeping. 2 Penmanship. 3 Stenography and Typewriting.
- 4 Telegraphy. 5 Business Practice.

VI. Courses for Trained Nurses.

All the work is offered that is necessary to fit young women for practical work in the hospital and sick room. The theoretical instruction is supplemented by practical work in the University Hospital.

READ AND CONSIDER.

These statistics are very suggestive. They will show you where you ought to go to school.

The 1912-13 issue of "Who is Who" gives 15518 names. 11034 or 71 per cent have taken more or less college work. 60 per cent of the entire number are college graduates. 40 per cent are graduates of small colleges. Presumably these 15000 people mentioned are the leading spirits in American life. It seems that the small colleges are producing 40 per cent of the number while the state institutions and large universities are producing 31 per cent. Men and women who are engaged in what may be termed distinctive religious work seem to be coming almost entirely from the church schools. But 6 per cent of the theological students and preachers come from state institutions. 7 per cent of the foreign missionaries sent out from America and but 6 per cent of the home missionaries of America were educated in state institutions.

THE COLLEGE ANNUAL.

The Senior Class has undertaken to put out a College Annual which will be the first issued in the history of the In-

stitution. It is to be a veritable work of art. It is the purpose of the class to issue an Annual that will compare favorably with those of the best institutions of the country. It will contain a large number of individual and group pictures and it will be, in short, a pictorial presentation of the school as it is today. Price bound in leather, \$2.50; in paper, \$1.50. The book will contain about one hundred fifty pages. Every student and every friend of the school should have a copy.

OUR NEW EDUCATIONAL SECRETARY.

T. T. Roberts, our new Educational Secretary is entering upon his work with commendable vigor and earnestness. He is showing himself to be the right man in the right place. He has made several trips and is enlisting new friends for the Institution wherever he goes. The financial results of his work show up well as a beginning. We commend him to favorable consideration wherever he may go. He presents Christian education in a strong way.

THE NEW GYMNASIUM.

We are glad to announce the fact that arrangements have been made for the construction of a fine gymnasium and the work is now in progress. The building will be finished and ready for use by the opening of the fall term in September. It is 60x84 with a running track extending entirely around and with lockers, shower baths, etc., in the basement. It will be provided with the best modern equipment. It will be the best gymnasium in the state. This together with our athletic grounds will offer all that can be desired in the way of physical training. The College provides a competent Coach. Physical development constitutes a very important part of our work.

EXPENSES.

Students who go away to school usually have to consider the question of expense. We believe we are warranted in saying that the expenses in Phillips University are as low, to say the very least, as in any school of the country. We charge a small tuition but expense of board, and room is kept so low that students can attend this school cheaper than they can attend many schools where no tuition is charged. We are able to quote the following prices, including tuition, board and room counting for the entire school year. First:—The Washington Club for young men, \$140.00. Second:—The Timothy Club for young men \$105.00. Third:—Athenian Club for young ladies, \$190.00, including the oversight of the Dean of Women. We do not believe these prices can be duplicated considering the advantages offered.

Send for catalogue at once to E. V. ZOLLARS, President.

PS41nJ
V8 #1

UNIVERSITY OF ILLINOIS
THE LIBRARY
PRESIDENT'S OFFICE
UNIVERSITY OF ILLINOIS

Phillips University Bulletin

Published Monthly by Phillips University, East Enid, Oklahoma

Entered as Second Class Mail Matter at East Enid Postoffice

VOL. VIII.

FEBRUARY, 1914.

NO. 1.

THE PROBLEM OF PROBLEMS IN EDUCATION

What place shall the Christian school occupy in our educational system? Shall it be eliminated or shall it be recognized as an important, nay, as an essential factor in the educational system of the present day. In this bulletin we publish the address of President Thompson of the Ohio State University, showing the vital necessity of retaining our Christian schools as a part of the great educational program of our country. These views coming from a State University man are especially significant. Every preacher ought to read this address. *If anyone imagines that the day of the Christian School has passed and that the time has come to turn over the whole system of education to the state this address ought to disabuse his mind of such a perilous idea. Read this address carefully and act accordingly.* If all of our preachers had as clear a conception of the value of our church schools as President Thompson has our schools would be overflowing with students from Christian homes.

The address was delivered at the inauguration of President Grose of the DePauw University.

The caption is as follows:

THE PLACE OF THE DENOMINATIONAL COLLEGE

"The theme upon which I shall attempt to speak this afternoon is of my own choosing—chosen for two reasons (1) Because it seemed to me an appropriate theme for our consideration upon the occasion of inducting a president into office in a denominational institution founded, maintained and governed by the Church; and (2) because, as a president of a state university, I feel free to express myself without being open to the charge of special pleading or of prejudiced view. The history of higher education and the interest of the Church in the great movement in the United States is both instructive and interesting. The pioneers of New England were not tardy in expressing their interest in the college. The first foundation was laid by Rev. John Harvard for an institution that bears his name, and can never be completely divorced from his belief in the important relation between the Church and the college. There was no division of sentiment in his day. All his contemporaries recognized the importance of the foundation. The ministers' library, which became the cornerstone of Yale, is an expression of the same ideals. The Tennents, who founded the Log College, which subsequently became Princeton, were the Presbyterian evangelists of their day. The motive underlying their efforts was never concealed. Princeton was, as a matter of fact, one of the fruits of a religious revival. King's College, now Columbia, was founded by the Church of England, and its charter contained the provision that a definite proportion of the governing body should be members of the Church. Williams, Amherst, Brown and the colleges for women in New England, were all born of the Christian impulse and on the theory that

the Christian Church owed a duty to society in the matter of education. All these colleges were of the classical type operated under the guidance of Christian men. The form of government was what we style the 'close corporation,' that is, by a body of self-perpetuating trustees. This insured continuity of purpose and a certain unity in all the development. The forms of ecclesiastical government prevailing in New England lent themselves readily to this type of college organization. From the Atlantic to the Alleghenies this type of college was characteristic.

* * * * "On the other hand, when we cross the Alleghenies and follow the development of the new empire of the Ohio and Mississippi Valleys, a new impulse stirred the people. The Northwest Territory, under the famous Ordinance of 1787, had declared as its fundamental law that religion, morality and education were essential to good government, and, therefore, schools and the means of education should forever be encouraged. Out of this sentiment grew the provisions which set apart a portion of the public lands for the support of education. Then followed the free public school. As this grew in strength and popular favor, the belief developed that the State owed a duty toward education and that the child had a right to the opportunity for education. This principle, once admitted, could not easily be limited, and as a matter of fact has not yet reached its limits. The University of Michigan was among the pioneers having its foundation in the constitution of the commonwealth. A few other States have followed this plan, although the majority of the State universities are of statutory origin.

"In the middle of the nineteenth century the act of Congress providing for the land-grant colleges under what is commonly known as the Morrill Act, signed by Abraham Lincoln in 1862, was the most striking educational development of the country. From this grew the colleges of agriculture and mechanic arts in every State of the Union. Many of them, as in Illinois, Ohio, Wisconsin and other States were developed into State universities, and became the centers of industrial, vocational, technical and liberal education.

"It was not far from this movement that Darwin published his 'Origin of Species.' The book influenced the scientific and philosophical thinking of every college in the country. The struggle for the recognition of science began. The old curriculum was put on the defensive. The revolutionary hypothesis stirred the antagonism of men, and a generation of warfare between science and religion ensued. Meantime the State-supported institutions felt free to put emphasis upon science as the center of education. The rapid development of the country in population, in invention and wealth, created a demand for what was termed a scientific and practical education. The elective principle gave to the student a wider opportunity and placed upon him much of the responsibility for his own education. In these days we began to hear of the scientific method and the scientific point of view. The skepticism and lapse of faith that developed in many circles during these years brought alarm to many thoughtful people. The State universities were thought to be godless institutions as a matter of logic and necessity. Nor is it to be overlooked that many people using the new liberty offered in the State universities, advertised their unbelief and agnosticism in a more or less

offensive manner. The point of view of the State university was determined by its adherence to science, its stand for freedom, and in a measure by its revolt from the traditional education of the centuries. The struggle in the common schools over the use of the Bible and the generally accepted view that the public schools should be free from any sectarian control reached its climax in the State universities, where for many years the policy was one of indifference to religious beliefs and public declaration against any support of religion by the State. *The result was that the courses of instruction in State universities eliminated all study of the Bible, and of religion, and, so far as possible, all study of the usual subjects, such as ethics, evidences of Christianity, and like subjects usually given to students in the early Christian colleges. The fear of State universities and their eagerness to be free from sectarianism, together with their devotion to science, led them often to a narrow method of instruction in many other subjects, such as history and the humanities generally, since no adequate view of these subjects of instruction is possible while ignoring the place and function of religion in education and civilization. One of the misfortunes of education in our day is that most of our school histories ignore the religious element in the founding and building of our Nation as completely as if it had never existed. The movements of God in human history, the influence of religious conviction born of the study of the Bible, the influence of moral ideas inspired by the Man of Nazareth, will some day be given their rightful place in the presentation of our national history, and for that we must look to the denominational college more than to any other one source. It is impossible to understand the early history or even the early literature of this country if we ignore the influence of religious convictions, the moral impulse furnished by religion, or the ideals born of the Bible, for all of which men fought.*

"Meantime, amid the turbulence of these years, the old New England colleges and those of the same type west of the Alleghenies had undergone a great change. Men had begun to pile up vast fortunes and to endow colleges. Harvard had entirely changed the point of view and had set the pace for many other colleges. College students were rapidly increasing in numbers. The proportion of students pursuing the classical ideals had fallen. Students for the ministry and for the professions were a smaller proportion of the whole number than formerly. There was a feeling that the colleges were changing their emphasis. While not antagonistic to religion, they were less disposed to listen to the suggestions of the Church. Some of them longed for freedom and secured it. *Many in the Church came to believe that an education that endangered faith was of doubtful propriety. The Church was aroused to the necessity of preserving her children in the faith and of preparing her own leaders and ministers.*

"*The modern view of the denominational college, therefore, began to take definite form. It was believed that Christianity and education ought not to be divorced. The early view that the church owed a duty to society was still cherished. The Roman Catholic Church has held consistently from the beginning to the view that the Church owes a duty to her children in the matter of education. The Protestant churches did not go to the same extreme. However, practi-*

cally all the churches have persisted in the view that Christianity is essentially educational in its outlook, and that while free institutions at public expense should be maintained, this does not completely meet the case. *There is yet a work for the Church to do. It is the common belief that in the denominational school religion shall be as free as science may be in the State-supported school. The Church therefore, has a point of view determined by her devotion to Christianity, by her love of humanity, and by the belief in a Christianized education as essential to an educated Christian.* Within the Church itself there has, in these last days, arisen some conflict on the question of the control of these colleges. It has been especially directed toward the method of electing trustees or men of the governing body. Into this question I have not time to enter, but *I express the deep conviction that the Church will make a mistake if it loosens its hold on its colleges, and the further opinion that there ought to be no change of control dictated by the influence of great boards or foundations, or by the simple desire to get money or the influence of individuals. A control which conserves the things for which these institutions were founded and assures their loyalty to moral and religious ideals seems to me of first importance.*

"Let me, therefore, at this point bring emphasis upon these two points of view as preparing for what I have to say as to the place of the denominational college.

"The State starts from the doctrine of duty growing out of the child's right to an education. The modern State has brought a greatly enlarged conception of its sphere. We have almost forgotten the day of Herbert Spencer in our devotion to the public welfare and the broadening of the sphere of education at public expense. In a great democracy like ours, the State feels keenly that education and widespread intelligence are the safeguards of our perpetuity. The importance of science, especially of applied science, in all our industrial and commercial enterprises is difficult of overstatement.

"On the other hand, the Church starts from the Christian impulse—the love of God and of men. She believes and feels that duty can not be fully met by an indifference to the underlying forces that develop men and perpetuate civilization. To the Church the spiritual ideals are supreme in the busiest and best of worlds. From this high plane there can be and will be no descent. The Church will never compromise upon the question of spiritual supremacy, and the denominational college is her great fort, where the freedom of religion will be maintained with the same courage as in the State institution the freedom of science will be defended. I would not have you understand that these different points of emphasis represent an irreconcilable conflict. To some it may be so, but certainly not to those who, in a wide-visioned faith in God, believe that his truth is all-embracing. I am trying only to set before you the characteristic features of two types of institutions, both of which are of inestimable service to the State. They are supplementary and complementary, and ought not to be brought into a state of opposition.

"It may be worth while in passing to note that both State and denominational institutions have been greatly modified in the past generation. The wicked warfare of a generation between religion and science is happily ended. Scientific men are usually devout men.

Science is not dogmatic, and the men of scientific temper are apt to be modest in their assertions. They love the truth, and those who love it most are usually conscious of the limitations of knowledge. Christian men, too, have come to believe that God's world is not and can not be a series of contradictions. They, too, have seen their limitations, and are content to listen to the man who can interpret God's world to them in new terms. There are many of our best citizens who believe profoundly in the value of both the State and the denominational institution. Inasmuch as I have chosen at this time to speak definitely of one of them, let me suggest a few considerations that may help us in defining the place of the denominational college in the modern State and in the modern system of education.

"First. In the first place, let me suggest that the denominational college should stand for the fundamental importance of religion. I believe the State is profoundly interested in religion. I do not say she is interested in Methodism or Presbyterianism, in Catholicism or Protestantism, except in so far as these institutions are the representatives of religion. The Ordinance of 1787 stated a profound truth when it declared religion essential to good government. Under our forms of government as expressed in constitutions and statutes we have agreed that the State and Church shall be separate, but this does not deny the state's interest in religion. *Without the aid of the school the Church limits her own teaching power. The Church renders a most vital service to the State when she brings a generation to consciousness upon the importance of religion. One feels this defect when he sees the indifference of many to the claims or the place of religion.* The study and investigations of our day have revealed clearly that the religious sanctions are fundamental in our morals. The Christian religion, more than any other, has insisted upon the vital relation between religion and morals. The morality, the politics, the business and commerce that know not God and the binding force of religion in all the relations of life soon degenerate into mere expediency and later into lawlessness. The denominational college, more than, and better than any other institution among us, may bring to a generation the men who, representing the point of view, become the bulwark of our civilization.

"Second. In the second place, I suggest the importance of the unhampered teachings of religion. This means to give it a place of honor in the course of study and to be free to teach it. It certainly is not true today. Nor is the Church as an institution of worship equal to the problem. The intelligent, systematic and sympathetic teachings of the fundamentals of religion to the youth of college age in this country has not yet reached a point of high efficiency. The theology of this generation is simpler than that of a few generations past. The faith is not less clear nor the hope less cheering. We may not be much interested in the controversies of other days. It may not be important to spend much time on these, but the importance of a free opportunity to teach the vital and fundamental things of the life that now is and of that which is to come is not easily stated. The denominational college supported by the Church may become the best expression of religious freedom in teaching that the generation knows. My conviction is that the Church will be not only traitor to its own interests, but also recreant to its duty to

the State if it shall relinquish its emphasis upon these religious fundamentals. National morality is not likely to permanently prevail in the absence of religious conviction and spiritual influences. President of a State university as I am, *I sincerely hope there may be no lessening of devotion on the part of the denominational college to those principles of religion and morals which were considered of first importance by their founders. They were never more needed than now.*

“The Church has and must continue to have a distinct message to our generation and a definite function in society. The gravest defects of our present day civilization are the very things which the Church, if true to its divine program and spiritually powerful enough to make that program effective, would cure. Great as are the stated services of the Church and valuable as are such organizations of the Church as the Sunday School, the Church can not through these alone do her whole work for society. Education is one of the Christian impulses. There are elements entering into education which the Church owes it to society to supply which can not be fully or properly supplied by these other agencies of the Church. *The atmosphere in which a boy is educated counts for much. I am in no way untrue to State institutions when I say that in our day a boy might become a bachelor or a master in almost any one of the best of them and be as ignorant of the Bible, the great literature which it contains, the moral and spiritual truth which it represents, and the fundamental principles of religion, the facts and methods by which they are defended, their nature and their value to society, as if he had been educated in a non-Christian country. Who is to supply this lack if not the Church college? Is not the Church, with all its institutions, set for this duty? As the religious and spiritual phases of history need development and emphasis, so here is a phase of sociology which must not be ignored.*

“This leads me to suggest that it is to her own colleges the Church must chiefly look for the specific preparation of her leaders, her recruits for missionary and ministerial service, and her workers generally. The figures often given about the relative small number of candidates for these positions who come from State institutions are in the main true, and when we have done our best by the fostering of voluntary religious organizations within State institutions, the disproportion is likely to remain very great. Institutions have traditions, special emphasis, ideals: The State university emphasizes good citizenship and public service. I was president of Miami University. That institution has graduated a remarkable list of public men, members of the diplomatic corps and citizens of distinction. This fires the imagination of the undergraduate as he studies alumni lists and meets these men on college occasions. In similar manner it is said that every young man who graduates from a certain well-known Methodist institution not many miles north of the institution over which I preside goes out with the determination some day to be a Methodist bishop. *But the Church college contributes its quota of public servants and prominent citizens, because the Church has certain ideals of social service and civic duty as a vital part of its program. However, in the nature of the case the very psychology of the situation suggests that the Church will continue*

to draw the major part of her leaders from her own colleges. If she allows the influences which make these ideals and appeals powerful to abate or disappear, the Church will languish, and that would be an unspeakable calamity to the Republic.

"It is not alone true of leaders. Too much prominence has probably been given to the number of leaders produced. It is equally important to have an increasing body of intelligent, moral and spiritual common people. A republic can not continue to exist without them. The Church college can greatly reinforce State institutions in this respect. I repeat again, the functions of the State University and of the Church college are not incompatible nor antagonistic. They are mutually complementary. I am not discussing today the function and the value of the State university. It is real; it is great; it is permanent. But this occasion which brings me here today makes it very proper to utter my deep conviction that the Church college has a great, a vital and a permanent function.

"Thus the denominational college puts an emphasis upon character slightly different from that put upon it in any other kind of educational institution. If it is, ethically, to justify the emphasis, it must be an institution of strength, good equipment and high educational standards. It must have teachers who possess the highest grade of pedagogical skill, who also possess strong personality and are embodiments of high moral ideals and vital spirituality. Theoretically, the denominational college puts forth the right ideals. Let it honestly and courageously hew to the lines it thus marks out, and its position in the heart and life of the Nation will be secured."

THINGS TO BE REMEMBERED IN SELECTING A SCHOOL.

First:—Remember that the Christian school is the only school that can offer you a symmetrical, well rounded, healthy education. When this fact is attested to by such a man as President Thompson, whose address is found in this Bulletin, it is time to sit up and take notice.

Second:—Remember that the atmosphere of a school is of more educational value than the subjects studied. If a young person lives for four years, more or less, during his college course in a bad atmosphere where false ideals and standards prevail he receives an incalculable injury. It will take him longer to get rid of the false notions that a secular atmosphere will lodge in his mind than it did to acquire these notions and many never do get rid of such pernicious ideas.

Third:—Remember that a school to fit young people for the practical duties of everyday life must be democratic in its spirit. It must educate its students toward the people instead of away from the people. It must develop the democracy of culture instead of the aristocracy of culture. This can only be done in the true Christian school.

Fourth:—Remember that the charge against the College-trained man of the present day is that they come out of school with caste and class ideas, out of sympathy with the masses, and disqualified therefore for the largest service and this explains the reason why from the Christian schools of our country have come the vast ma-

majority of our successful and most useful men, and certainly it is safe to say a much larger per cent of successful men come from these schools, considering the number of students in attendance than from state or other so-called great schools in which the secular spirit dominates.

Fifth:—Remember that the expense in the Christian schools of the country as a rule is much less than in the secular schools owing to the fact that the latter have come to be patronized very largely by the sons and daughters of wealthy people who have become accustomed to extravagant habits and who set the pace for other students.

Sixth:—Remember that Phillips University has taken high rank as a Christian school. It has drawn patronage, during its first seven years from twenty or more different states. It has made a phenomenal record in the development of its plant, in the securing of endowment, in its patronage and in the work accomplished. It calls special attention to the following points:

(1) It has one of the finest educational plants in the country, consisting of five splendid buildings, Administration Building, Fine Arts Building, Library Building, Gymnasium and Ladies Home. It has excellent laboratories, fine libraries and good equipment in general.

(2) It has a very strong faculty, all of whom have specialized for their work and are in the prime and vigor of their manhood.

(3) It has standardized its courses of study and its graduates receive the same recognition by the state authorities of Oklahoma that is accorded to the graduates of the State University. Its diploma is accepted by leading Universities as a basis for graduate work.

(4). It has excellent Literary Societies, quartered in beautiful halls, efficient young Women's Christian Association, young Men's Christian Association and in short all the valuable accessories of College life.

(5). It lays particular emphasis on physical training, providing an Athletic Director, a good gymnasium and athletic grounds.

(6). It has a splendid student body of earnest, well matured young people of lofty ideals and aspirations and high moral perceptions.

(7). Expenses are marvelously low. For tuition, board and room for the entire school year of thirty-six weeks we are able to quote the following prices: In the Washington Club for young men \$140.00. In the Timothy Club for ministerial students, \$105.00. In the Athenian Hall for young ladies, \$190.00, including the oversight of the Dean of women.

We extend to all earnest young people a cordial invitation and rest assured you will receive a hearty welcome if you come to Phillips University.

In the special Departments of Music, Oratory, Art. and Business, students can enter at any time and generally arrangements can be made for students to enter the Literary Departments advantageously if the semester is not too far advanced. We arrange to tutor students who enter late so that they can make up for lost time.

Send for catalogue to the Secretary or for special information to the President.